

Hendersonville Elementary

6089 Hendersonville Elementary
Walterboro, SC 29488

Grades	PK-5 Elementary School	
Enrollment	452 Students	
Principal	Kristin Langdale	843-844-2025
Superintendent	Charles W. Gale Jr.	843-549-5611
Board Chair	Michael Crosby	843-549-5715

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	23	80	39

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Average	Good	No
2005	Below Average	Unsatisfactory	Yes
2006	Unsatisfactory	Unsatisfactory	No

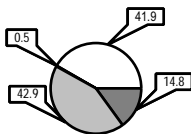
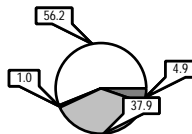
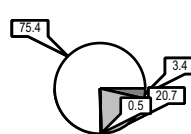
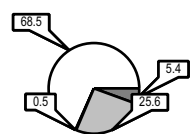
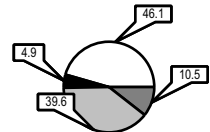
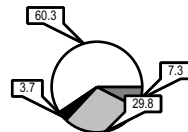
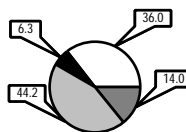
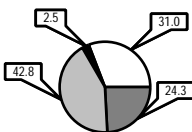
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

99.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	221	95.5	38.9	43.9	15.7	1.5	26.3	Yes	Yes
Gender									
Male	112	93.8	44.3	44.3	10.3	1.0	20.6	N/A	N/A
Female	109	97.2	33.7	43.6	20.8	2.0	31.7	N/A	N/A
Racial/Ethnic Group									
White	58	93.1	27.5	49.0	21.6	2.0	33.3	Yes	Yes
African American	161	96.3	43.4	42.1	13.1	1.4	23.4	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	174	98.9	33.3	47.5	18.5	0.6	29.0	N/A	N/A
Disabled	47	83.0	63.9	27.8	2.8	5.6	13.9	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	221	95.5	38.9	43.9	15.7	1.5	26.3	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	221	95.5	38.9	43.9	15.7	1.5	26.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	193	94.8	39.3	43.9	15.0	1.7	26.0	Yes	Yes
Full-pay meals	28	100.0	36.0	44.0	20.0	0.0	28.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	220	95.9	53.8	38.2	5.5	2.5	14.6	No	Yes
Gender									
Male	112	93.8	53.1	41.8	3.1	2.0	13.3	N/A	N/A
Female	108	98.1	54.5	34.7	7.9	3.0	15.8	N/A	N/A
Racial/Ethnic Group									
White	58	93.1	49.0	35.3	13.7	2.0	21.6	Yes	Yes
African American	160	96.9	55.5	39.0	2.7	2.7	12.3	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	173	100.0	49.7	43.6	5.5	1.2	14.7	N/A	N/A
Disabled	47	80.9	72.2	13.9	5.6	8.3	13.9	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	220	95.9	53.8	38.2	5.5	2.5	14.6	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	220	95.9	53.8	38.2	5.5	2.5	14.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	192	95.3	55.2	36.2	5.7	2.9	16.1	No	Yes
Full-pay meals	28	100.0	44.0	52.0	4.0	0.0	4.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	220	99.1	74.5	21.1	3.4	1.0	4.4
Gender							
Male	112	98.2	75.2	20.8	2.0	2.0	4.0
Female	108	100.0	73.8	21.4	4.9	0.0	4.9
Racial/Ethnic Group							
White	58	100.0	63.0	25.9	9.3	1.9	11.1
African American	160	98.8	79.1	18.9	1.4	0.7	2.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	173	100.0	70.6	24.5	4.3	0.6	4.9
Disabled	47	95.7	90.2	7.3	0.0	2.4	2.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	220	99.1	74.5	21.1	3.4	1.0	4.4
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	220	99.1	74.5	21.1	3.4	1.0	4.4
Socio-Economic Status							
Subsidized meals	192	99.0	74.9	21.8	2.8	0.6	3.4
Full-pay meals	28	100.0	72.0	16.0	8.0	4.0	12.0

Social Studies							
All Students	220	99.1	67.2	26.0	5.4	1.5	6.9
Gender							
Male	112	98.2	70.3	24.8	4.0	1.0	5.0
Female	108	100.0	64.1	27.2	6.8	1.9	8.7
Racial/Ethnic Group							
White	58	100.0	63.0	22.2	14.8	0.0	14.8
African American	160	98.8	68.9	27.0	2.0	2.0	4.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	173	100.0	62.0	30.7	6.7	0.6	7.4
Disabled	47	95.7	87.8	7.3	0.0	4.9	4.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	220	99.1	67.2	26.0	5.4	1.5	6.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	220	99.1	67.2	26.0	5.4	1.5	6.9
Socio-Economic Status							
Subsidized meals	192	99.0	67.0	26.8	4.5	1.7	6.1
Full-pay meals	28	100.0	68.0	20.0	12.0	0.0	12.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	67	100.0	28.6	47.6	22.2	1.6	23.8
	4	80	100.0	39.2	45.9	14.9	0.0	14.9
	5	77	98.7	40.6	47.8	11.6	0.0	11.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	85	95.3	29.5	50.0	20.5	0.0	20.5
	4	58	98.3	51.9	32.7	13.5	1.9	15.4
	5	78	93.6	39.7	45.6	11.8	2.9	14.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	67	100.0	38.1	55.6	6.3	0.0	6.3
	4	80	100.0	52.7	33.8	13.5	0.0	13.5
	5	77	98.7	33.3	58.0	5.8	2.9	8.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	85	94.1	50.0	42.3	6.4	1.3	7.7
	4	57	100.0	59.6	32.7	7.7	0.0	7.7
	5	78	94.9	53.6	37.7	2.9	5.8	8.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	67	100.0	61.9	27.0	11.1	0.0	11.1
	4	80	100.0	68.9	27.0	4.1	0.0	4.1
	5	77	98.7	59.4	26.1	7.2	7.2	14.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	85	100.0	72.8	23.5	3.7	0.0	3.7
	4	57	100.0	76.9	17.3	5.8	0.0	5.8
	5	78	97.4	74.6	21.1	1.4	2.8	4.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	67	100.0	49.2	41.3	6.3	3.2	9.5
	4	80	100.0	58.1	41.9	0.0	0.0	0.0
	5	77	98.7	59.4	37.7	2.9	0.0	2.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	85	100.0	64.2	29.6	4.9	1.2	6.2
	4	57	100.0	63.5	25.0	11.5	0.0	11.5
	5	78	97.4	73.2	22.5	1.4	2.8	4.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 452)				
First graders who attended full-day kindergarten	100.0%	Up from 98.5%	100.0%	100.0%
Retention rate	5.2%	Down from 7.2%	4.0%	2.8%
Attendance rate	95.9%	Up from 95.5%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.8%	Down from 2.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	2.3%	Up from 2.2%	0.0%	0.0%
Eligible for gifted and talented	3.1%	Down from 5.6%	4.0%	10.4%
On academic plans	0.0%	N/AV	47.3%	33.6%
On academic probation	0.0%	N/AV	2.6%	1.0%
With disabilities other than speech	6.4%	Down from 7.5%	7.2%	7.5%
Older than usual for grade	1.7%	Down from 2.8%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	20.7%	Down from 21.9%	51.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.6%	N/A	4.7%	2.4%
Teachers with emergency or provisional certificates	12.0%	Up from 7.7%	2.6%	0.0%
Teachers returning from previous year	80.6%	N/A	83.9%	87.3%
Teacher attendance rate	93.6%	Down from 94.6%	94.6%	94.9%
Average teacher salary	\$36,466	Up 1.3%	\$41,445	\$42,485
Prof. development days/teacher	18.9 days	Up from 8.7 days	14.2 days	13.3 days
School				
Principal's years at school	1.0	No change	4.0	4.0
Student-teacher ratio in core subjects	15.1 to 1	Down from 17.7 to 1	16.4 to 1	18.6 to 1
Prime instructional time	84.1%	Down from 88.0%	88.5%	89.7%
Dollars spent per pupil*	\$5,457	Up 0.2%	\$7,648	\$6,557
Percent of expenditures for teacher salaries*	65.5%	Down from 68.1%	61.2%	64.0%
Percent of expenditures for instruction*	69.6%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.7%	Up from 85.1%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	Up from Below Average	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	11.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.7%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hendersonville Elementary School, located in the southern portion of Colleton County, serves approximately 450 students in pre-kindergarten through fifth grade. Students come from a mainly rural setting with 73% African American students and 27% Caucasian students, with 94% qualifying for free/reduced lunch.

Strong partnerships were developed within the communities that Hendersonville serves and with parents through committees such as PAC (Parent Advisory Council), SIC (School Improvement Council) and PTO (Parent Teacher Organization). These committees worked together to host three community meetings.

Hendersonville Elementary made AYP (Adequate Yearly Progress) for the 2004-2005 school year. The faculty and staff have worked hard this year to maintain that status through a continued focus on data driven decision making, balanced literacy, and differentiated instruction. For the first time, teachers had the support and assistance of both a full time Curriculum Facilitator and a Science Coach, along with sustained on-site literacy-based professional development.

With a focus on technology, 2nd-5th grade classrooms were equipped with multiple computers, and a new computer-based assessment and instructional tool, Orchard, was purchased. On a quarterly basis, students were tested on state standards for mastery and remediation purposes.

Our library became a more interesting place to visit with the purchase of over 1,000 new books! Students were encouraged to Bee A Reader by earning a spot on our Beehive, earning coupons for the Book Fair, and having an end of the year Bingo party.

The outside of our school took on a new look also with the addition of 36 trees to our campus. They provide not only shade on the playground but also a beautiful outline to our property. The PTO partnered with Wildwood Nurseries, who donated and installed the trees, and with the local Clemson Extension, who assisted with planting and extending the irrigation system.

Students spent the year learning how to be SHARP (Safe, High Achieving, Attentive, Responsible, and Polite) as a part of our new school-wide character education program. The faculty developed school-wide student expectations with associated actions for being SHARP such as Fun Friday activities and drawings for prizes at 9-week celebrations. Students also participated in monthly service learning projects such as collecting pet and canned food and raising money for organizations such as the United Way, Hurricane Katrina Relief, March of Dimes, and the American Cancer Society.

As we move into our second year as the Hendersonville Honeybees with a focus on instruction, student achievement, and character education, it is expected that HES will continue to show gains in achievement, attitude, and actions.

Kristin Langdale, Principal
Edwin Robinson, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	65	30
Percent satisfied with learning environment	88.5%	83.1%	79.3%
Percent satisfied with social and physical environment	92.3%	86.2%	86.7%
Percent satisfied with school-home relations	46.2%	90.6%	70.0%

*Only students at the highest elementary school grade level at this school and their parents were included.